

EXAM MENU

Reading:	Paper 1, part 1
Listening:	Paper 4, part 3
Speaking:	Paper 5, part 1
Use of English:	Paper 3, parts 2 and 4
Writing:	Paper 2, parts 1 and 2

Getting started



1 15.1 PAPER 4, PART 4 You will hear five short extracts in which people talk about different annual traditions.

Task One

For questions 1–5 choose from the list (A–H) the tradition that is being described.

A May Day

B Christmas

C Summer Solstice

D St George's Day

E Bonfire night

F Easter

G St Valentine's day

H Hallowe'en

Speaker 1 1

Speaker 2 2

Speaker 3 3

Speaker 4 4

Speaker 5 5

Task Two

For questions 6–10 choose from the list (A–H) a reason why each tradition is probably celebrated according to the speaker.

A to commemorate the anniversary of someone's birth.

B to ward off evil spirits or ghosts.

C to remember a crime that was almost committed.

D to bring people together from different backgrounds.

E to educate people about cultural events.

F to prevent people from breaking the law.

G to capitalise on human emotions.

H to celebrate a naturally occurring event.

Speaker 1 6

Speaker 2 7

Speaker 3 8

Speaker 4 9

Speaker 5 10

Reading: purpose and main idea

- 1 PAPER 1, PART 1 The following three extracts are all concerned in some way with different cultures. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

Extract from a travel book

Chapter 1

There are certain idiosyncratic notions that you quietly come to accept when you live for a long time in Britain. One is that British summers used to be longer and sunnier. Another is that the England football team shouldn't have any trouble with Norway. A third is the idea that Britain is a big place. This last is easily the most intractable.

If you mention in the pub that you intend to drive from, say, Surrey to Cornwall, a distance that most Americans would happily go to get a taco, your companions will puff their cheeks, look knowingly at each other, and blow out air as if to say, 'Well, now *that's* a bit of a tall order,' and then they'll launch into a lively and protracted discussion of whether it's better to take the A30 to Stockbridge and then the A303 to Ilchester or the A361 to Glastonbury via Shepton Mallet. Within minutes the conversation will plunge off into a level of detail that leaves you, as a foreigner, swivelling your head in quiet wonderment.

20 'You know that layby outside Warminster, the one with the grit box with the broken handle?' one of them will say. 'You know, just past the turnoff for Little Puking but before the B6029 mini-roundabout. By the dead sycamore.'

At this point, you find you are the only person in the group not nodding vigorously.



- 1 What does the phrase 'a tall order' in line 13 mean?
 - A a ridiculous idea
 - B an expensive choice
 - C a difficult undertaking
 - D a wise decision
- 2 The writer mentions Americans in the text to show that ...
 - A they often drive from Surrey to Cornwall.
 - B that's how far they have to go to get to Mexico.
 - C they are foolhardy risk takers.
 - D such a distance would not be considered great to them.

SPOTLIGHT CHECKLIST

PAPER 1, PART 1 Purpose and main idea

Tips

- Look at the headings or titles of the extracts, as well as underlining the key words in the question, which will tell you what the three texts have in common.
- Try to summarise in your mind, the main idea – or gist – of each text.

Extract from a Novel

Lessons about Boys



Mma Ramotswe thought: God put us on this earth. We were all Africans then, in the beginning, because man started in Kenya, as Dr Leakey and his Daddy have proved. So, if one thinks carefully about it, we are all brothers and sisters, and yet everywhere you look, what do you see? Fighting, fighting, fighting. Rich people killing poor people; poor people killing rich people. Everywhere, except Botswana. That is thanks to Sir Seretse Khama, who was a good man, who invented Botswana and made it a good place. She still cried for him sometimes, when she thought of him in his last illness and all those clever doctors in London saying to the Government: 'We're sorry but we cannot cure your President.'

The problem, of course, was that people did not seem to understand the difference between right and wrong. They needed to be reminded about this, because if you left it to them to work out for themselves, they would never bother. They would just find out what was best for them, and then they would call that the right thing. That's how most people thought.

Precious Ramotswe had learnt about good and evil at Sunday School. The cousin had taken her there when she was six, and she had gone there every Sunday without fail until she was eleven. That was enough time for her to learn all about right and wrong, although she had been puzzled and remained so – when it came to certain other aspects of religion. But right and wrong – that was another matter, and she had experienced no difficulty in understanding that it was wrong to lie, and steal, and kill other people.

- 3 The word 'that' in line 9 refers to
 - A the peace that exists in Botswana.
 - B the killing that goes on in Botswana.
 - C the existence of Botswana as a country.
 - D fighting everywhere except Botswana.
- 4 Mma Ramotswe mentions Sunday School to show that
 - A her cousin was very religious when she was younger.
 - B she was consistent about attending and liked the routine.
 - C she couldn't understand what they were teaching her there.
 - D she didn't need religion to show her what was right.

BURYING BONES OF CONTENTION

Indigenous peoples such as Australian Aboriginals have long pressed for the return of ancestors' remains from museum collections around the world. But some museums strongly resist repatriation requests, claiming they hamper archaeological research. Now there's a compromise that could keep everyone happy.



Several handovers have been made from Australia and the UK, but the particular conditions a burial site must have mean it becomes ever harder for communities to find reburial sites, especially as no one wishes to disturb existing graves.

This is where the archaeologists can help. In one of the first collaborations of its kind, Lynley Wallis at Flinders University, Adelaide, and her colleagues teamed up with the Ngarrindjeri Aboriginal community in South Australia to find a site to bury the remains of 374 Ngarrindjeri people, which were returned from the University of Edinburgh in the UK and Museum Victoria in Melbourne in 2006. They used a standard geophysical survey kit that the team say could in future be given to indigenous communities. This in return means the communities could gather useful data for archaeologists.

Last month, the Smithsonian Institution in Washington DC became the first US museum to return human remains to another country, when it sent 33 skeletons to Australia. But it did so only after the discovery of an agreement by the original collector to return most of the samples.

- 5 What does the word 'they' refer to in line 3?
 - A Indigenous peoples, such as Australian Aboriginals.
 - B Requests to return human remains to their own people.
 - C Archaeologists wanting to study Aboriginals.
 - D Museums that possess human remains.
- 6 By helping indigenous peoples, archaeologists
 - A intend to find more graves they can dig up.
 - B want to find a good place to bury Aboriginal remains.
 - C hope to gain some useful information in return.
 - D often make promises they don't intend to keep.

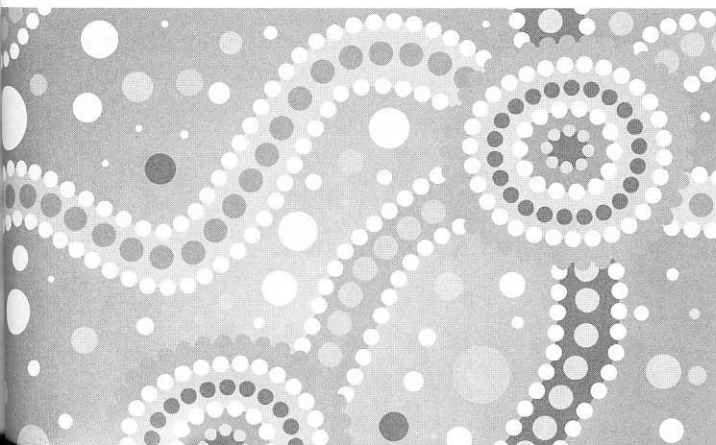
- 2 What do the following words mean? Choose the best option in each case (A, B, C or D).

Extract One

- | | | |
|-------------------|---------------|----------------|
| 1 idiosyncratic = | A normal | B unbelievable |
| | C eccentric | D depressing |
| 2 intractable = | A annoying | B remarkable |
| | C distressing | D inflexible |
| 3 protracted = | A lengthy | B boring |
| | C confusing | D exciting |

Extract Three

- | | | |
|-------------------|----------------|------------------|
| 4 contention = | A history | B disagreement |
| | C civilisation | D tradition |
| 5 indigenous = | A foreign | B uncivilised |
| | C native | D primitive |
| 6 repatriation = | A sending away | B giving away |
| | C taking back | D returning home |
| 7 hamper = | A obstruct | B delay |
| | C postpone | D cancel |
| 8 collaboration = | A contract | B cooperation |
| | C deal | D treaty |



Language development:

phrasal verbs and phrases with *pass*

1 Match the sentences below to one of the definitions of *pass* that follows.

- 1 This beautiful Romanov jewel was passed to my grandfather by his aunt.
 - 2 Fifteen years had passed but she still looked exactly the same.
 - 3 He passed the afternoon quietly reading.
 - 4 He's passing through a stressful time right now.
 - 5 If it passes the 15 metre water mark we will have to evacuate the town.
 - 6 A law was passed banning the ownership of pit-bull terriers.
 - 7 Julian passed to Mikey, who took aim and scored.
 - 8 Martha passed Robert the message that the meeting had been put back to 11.
 - 9 Samantha's hoping she'll finally pass the bar exam this time!
- a if you pass information to someone it means you give them information.
- b if you pass a ball to someone in a game or match it means you throw or kick or hit it to them.
- c if something passes to someone it means they inherit it.
- d when a period of time passes, it has finished.
- e if you pass a test it means you have reached the required standard.
- f if you pass through a stage or phase, you experience it.
- g if something passes a level or amount it goes above it.
- h if you pass a period of time in a particular way, you spend it that way.
- i if a government passes a law they formally agree to it.

2 Complete the sentences below with an expression formed from *pass*.

- 1 I was going to tell Arnold off for his bad attitude but I decided to _____.
- 2 Not only did Lucinda pass; she passed with _____!
- 3 Not a word of what I have seen or heard here tonight shall ever _____.

- 4 And so, after many years of wandering in the desert, it _____ that the prince finally found himself at the ocean.

- 5 Scott wouldn't admit that he had finished off the biscuits – in fact he tried to _____ to me by saying it was my idea!

3 Complete the sentences in your own words.

- 1 Unfortunately her grandfather *passed away* after _____.
- 2 I can't believe she *passed out* at the sight of _____.
- 3 Please get me some stamps if you *pass by* the _____.
- 4 I would never *pass up* the chance to _____.
- 5 Jim was *passed over* in favour of a more experienced _____.
- 6 Could you *pass on* the _____.
- 7 Susan tried to *pass it off* as her homework but _____.
- 8 The stories were *passed down* from _____.



4 Match the meanings below to one of the phrasal verbs in exercise 3.

- a to misrepresent something or someone
- b to leave or give something to the next generation
- c to go near to a place
- d to lose consciousness
- e to fail to take something (especially an opportunity)
- f to communicate something
- g to die
- h to fail to choose someone

Listening: multiple speakers

- 1 15.2 PAPER 4, PART 3 You will hear part of a radio interview in which the advantages and disadvantages of traditional beliefs are being discussed. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear.
- 1 One reason why traditional taboos are important in Tibet is because
A many people live in villages and the countryside.
B Tibetan ancestors believed everything in nature had a soul.
C ordinary people do not have much knowledge of the law.
D harming nature in any way is considered a crime.

2 According to Professor Cookson, traditional customs and taboos
A are difficult to enforce.
B are passed on from parent to child.
C are enforced in Tibetan society.
D have brought about the destruction of nature.

3 Cookson says that traditional customs are good because
A they do not let anyone become rich.
B they stop everyone from becoming corrupt.
C they make Tibetan society more advanced.
D they discourage society's members from developing selfish habits.

4 According to Michael, one reason customs are kept in society is
A because they have a place in a culture's history.
B to make sure they change along with society.
C to remind us that culture is always developing.
D to keep up with more modern societies.

5 Michael cites the example about his village on Tuesdays because
A he wants to show that such beliefs can hinder development.
B he believes it was a significant Ghanaian custom.
C he thinks the villagers lacked rational powers.
D he thinks the tradition should be modernised.

6 According to Michael, traditional customs and taboos in Ghana should
A be banned forever.
B exist if they can change with the times.
C allow local people to reject them.
D only be allowed to exist in certain remote villages.

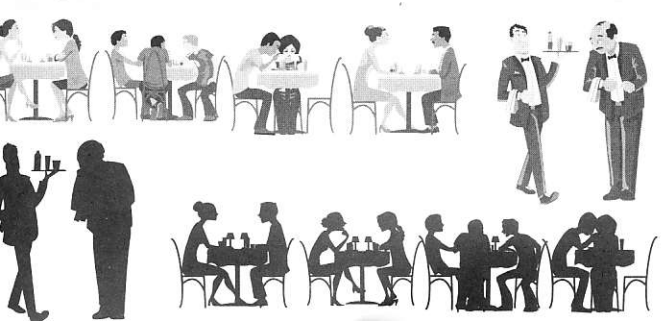
Speaking: talking about your country, culture, customs and background

SPOTLIGHT CHECKLIST

PAPER 5, PART 1 Talking about your background

Remember:
It's fairly easy to prepare for this part to a certain extent, by knowing what you will say to any questions about yourself, your home, family, hobbies, work or studies, friends, sports, country etc. You should never try to memorise or use a prepared answer to fit other questions. The examiners will be able to tell. Your answers should be natural.

Practise:
• talking as often as you can about yourself to other people in English;
• role-play situations where you have just met someone from another country and you try to find out as much as you can about each other.



- 1 15.3 Listen to part one of the Speaking Paper and write down the questions the interlocutor asks each student.

Fernando's questions	Claudia's questions
1	6
2	7
3	8
4	9
5	10

- 2 Write down your own answers to each of the questions listed above.

1	6
2	7
3	8
4	9
5	10



Grammar: adverbial clauses

1 Complete each of the sentences below with a suitable adverbial clause.

- Heidi took an umbrella with her _____ it rained.
- _____ had I got into the car, when the storm started.
- I took my mobile with me _____ I could call Juan from the train.
- Jen wanted to know _____ he had been.
- He left his wallet on the table. _____ someone stole it.
- _____ the fact that I was exhausted, I agreed to host the party.
- _____ the adverts were on, I dashed to the kitchen to make some tea.
- _____ being late, Amanda decided to drive to work instead of waiting for the bus.

2 Read the sentences that follow and underline the adverbial clause in each. Match the clause to the correct type.

- Jake had no sooner entered the room than the phone rang. (time / place / manner)
- It wasn't as expensive as I'd thought it might be. (reason / comparison / concession)
- It got so late that I started to worry. (manner / condition / result)
- If I'd thought you'd tell the truth, I would have asked you first. (manner / reason / condition)
- This is the third time you've turned up late. Nevertheless, I'm prepared to give you another chance. (condition / concession / manner)

3 Each of the following sentences contains a mistake. Find the mistake and correct it.

- Mimi invited me to her house so that to talk about the business.
- Despite of being the youngest, I was expected to make the speech.
- For fear to forget her appointment, Salome wrote it on her hand.
- No matter how much tough it was, Julian was determined to finish the race.
- We decided to go to London, with a view of going up on the London Eye.
- Seeing as that you've been to the museum before, why don't we get something to eat instead?
- Such is the extent of the damage so that he will have to replace the whole wall.
- You'd better do as you're told or otherwise you'll be sorry!

4 Read the text. Complete each of the gaps with one suitable adverb or adverbial phrase from the box below.

although	consequently
due to the fact that	for this reason
in order to	otherwise
so as	this is why
when	with a view to

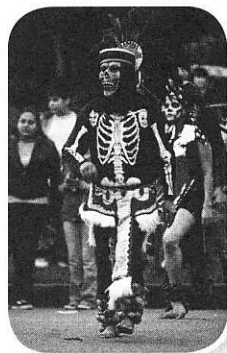
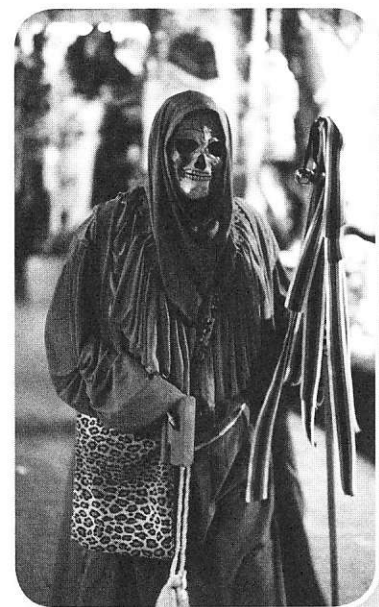
Marriage Custom: Weeping Marriage

The announcement of a marriage date for girls of the *Tujia* Ethnic Minority is usually welcomed with crying, as is the custom. (1) _____, the new bride should begin to cry up to one month before the wedding ceremony, (2) _____ her suitability and virtue will be poorly judged. (3) _____ be regarded as a good girl, she should begin to learn how to cry for marriage when she is twelve years old. (4) _____ some girls will invite an experienced person to teach them. (5) _____ they are 15 years old, girls will compete to see who cries best and to teach each other.

Some girls sing songs (6) _____ weeping for marriage. These include singing for parents, sisters, brothers, the matchmaker and ancestors. (7) _____, when singing weeping marriage songs, they express their emotions in mournful tones. Some girls sing songs before marriage (8) _____ they are protesting against the arranged marriage system which existed under feudalism and (9) _____ to express sentimental attachment to their relatives. Nowadays, (10) _____ Tujia girls can choose their loves freely, they still cry out of tradition.

Use of English: open cloze text

SPOTLIGHT EXAM GUIDANCE



PAPER 3, PART 2 Open cloze

You'll have to draw on your knowledge of the structure of the language and understanding of the text in order to fill the gaps. The focus of the gapped words will either be grammatical, (eg: articles, auxiliaries, prepositions, pronouns, verb tenses and forms); or lexico-grammatical, (eg: phrasal verbs, linking words or words within fixed phrases).

Practise:

- doing preparation tasks which promote grammatical accuracy. Choose articles from magazines or newspapers and select one word from each sentence to black out. Focus on verb forms, auxiliary and modal verbs, pronouns, prepositions, conjunctions, modifiers and determiners. Then see if you can put them back in again.

- 1 PAPER 3, PART 2 For questions 1–15, read the text below and think of the word which best fits each gap. Use only one word in each gap.

Mexican Day of the Dead – 'Día de los Muertos'

The Day of the Dead is celebrated in Mexico, and other South American countries, on 1 and 2 November. Many people believe that (1) _____ the Day of the Dead, it is easier (2) _____ the souls of the departed to visit the living. People go to cemeteries to communicate with the souls of the departed, and build private altars, (3) _____ they place the favourite foods and beverages, and photos and memorabilia of the departed. The aim is (4) _____ encourage visits by the souls, (5) _____ that the souls will hear the prayers and the comments of the living directed to (6) _____. Celebrations can take a humorous tone, (7) _____ celebrants remember funny events and anecdotes about (8) _____ departed.

A common symbol of the holiday is the skull (colloquially called *calavera*), (9) _____ celebrants represent in masks, called *calacas* (colloquial term for 'skeleton'), and foods (10) _____ as sugar or chocolate skulls, which are inscribed (11) _____ the name of the recipient on the forehead. Sugar skulls are gifts that can be given to (12) _____ the living and the dead. Other holiday foods include *pan de muerto*, a sweet egg bread made in various shapes, (13) _____ plain rounds to skulls and rabbits often decorated with white frosting to look (14) _____ twisted bones. Some people believe that possessing 'Día de los Muertos' items can bring good luck and (15) _____ get tattoos or have dolls of the dead to carry with them.

- 2 PAPER 3, PART 4 For questions 1–5, think of one word only which can be used appropriately in all three sentences.

- Expecting me to finish all these invitations by tomorrow is a bit of a tall _____.
The waitress told me it was too late to cancel my _____ of chips.
The bewildered soldier claimed he hadn't heard the _____ to fall in.
- It is a religious _____ to make the sign of the cross every time you pass a church.
Rupert awoke early as was his _____.
Winifred was working on an advertising campaign to attract more _____.
- William, could you _____ me that spanner over there please?
Audrey had made the decision to _____ in her notice.
I've got to _____ it to you – you really know how to make a cake!
- What Alison did was stupid beyond _____.
Contrary to popular _____, there is no monster lurking in these mountains!
She tried to copy my answers, in the mistaken _____ that I had studied for the test!
- The city has lost none of its _____ for me over the years.
Suddenly, as if by _____, Julian turned up at the house.
Can you please try to work some of your _____ on the baby and make him sleep!